

## ABSTRACT

**RESEARCH PAPER:** The Effect of Reading Aloud on L2 Oral Fluency

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**PAGES:** 66

Through the long exploration of reading in SLA, metacognitive strategies have been found to facilitate the process from decoding to understanding, to reaching fluency in reading. One of these investigated metacognitive strategies, *reading aloud*, also involves another realization of a word, i.e. its spoken form, but the relationship between the use of reading aloud and its effect on the oral fluency in L2 has not been investigated and documented as of yet. This paper presents and discusses a research study that examined the effect of reading aloud on second language oral fluency in adult learners of English. After presenting the theoretical basis for this focus, i.e. a gap in the literature, I hypothesized that learners who use the reading aloud strategy will exhibit the occurrence of a parallel increase in both oral reading fluency and oral fluency in their second language and that the result of the continuous use of reading aloud will result in the increase in the oral fluency. The results which were obtained through the study showed thought-provoking patterns that suggest the significance and pedagogical applications of reading aloud.